

Year 1 – 6

INFORMATION NIGHT

2023

**Questions can be placed in
the chat feature at any time.**





Acknowledgment to country

Wominjeka (welcome). As we stand proud on the land of the Wurundjeri people. We would like to pay our respects to elders past, present and emerging.

We are thankful that we can witness the native wildlife and nature that surrounds THPS, including Yingabeal and Birrarung (Yarra River). We apologize for any past doing and will aim to always be Aboriginal and Torres Strait Islander allies.

We would like to acknowledge how grateful we are to call this sacred country home.

Always was and always will be aboriginal land.

Ngoon- godin (Thank you).

Our staff

Team	Members
Principal Team	Rhys and Andrew
Administration	Margaret, Anna & Tanya
Specialist Team	Dina, Jaime, Janine, Joy, Stephanie, Stu, Sylvia & Tania
Education Support Team	Angelique, Kerryn, Kirsty, Monia, Navaara, Vikki, Yvonne
Specialist Support	Chris (IT) and David (Maintenance)



Our staff

Team	Members
Foundation	Jenna, Emma, Jane & Karin
Year 1	Janneke, Pennie, Reannan & Sarah
Year 2	Sam, Julie, Naomi & Peter
Year 3	Hugh, Liz, Ross & Clare
Year 4	Jeanette, Bek, Julie & Stephanie
Year 5	Martin & Karen
Year 6	Kate, Julianna & Linda

Admin Team





Education Support Team

Foundation Team



Year 1 Team



Year 2 Team



Year 3 Team



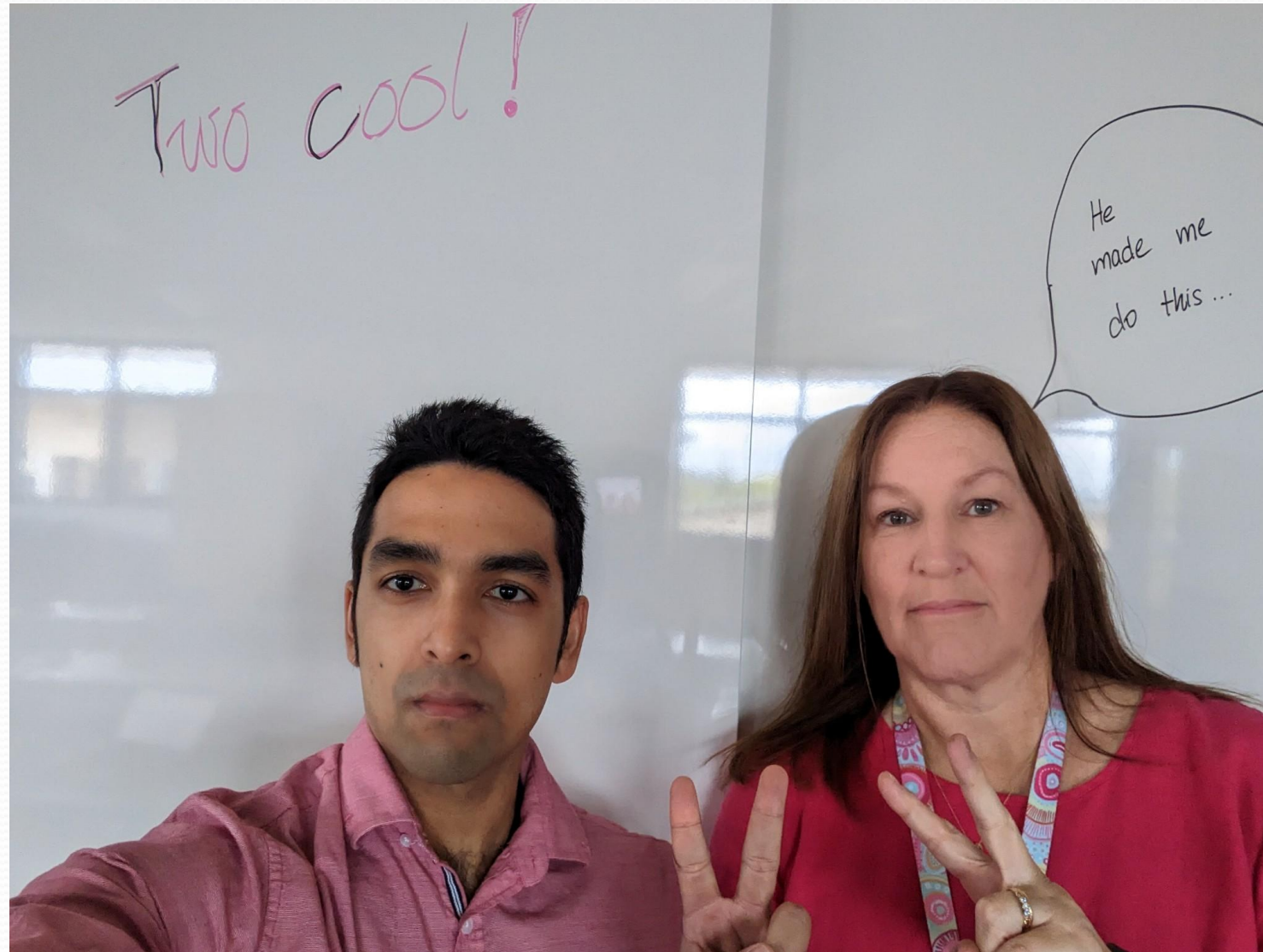
+ Clare Harding



Year 4 Team



Year 5 Team



MEET OUR 2023 SPECIALIST TEAM



ITALIAN
Dina Velona



ENRICHMENT
Janine Reid



**PERFORMING
ARTS**
Sylvia Petrovska



ART
Joy Birrell



PE
Jaime Buccilli



**ART &
LITERACY
INTERVENTION**
Tania Martini



STEM
Ross Toogood

We are looking forward to exploring new learning adventures with you all in 2023!

Staff quiz - Type your answers into the chat

1. How old is THPS?
2. How many new staff have joined THPS in 2023?
3. What is the name given to our newest STEAM Centre?
4. Who is our longest serving staff member?
5. How many chickens do we have?
6. List the specialist programs that we offer at THPS.



Learning Intentions

To inform our parents and carers of the learning opportunities and experiences at Templestowe Heights Primary for your child

Success Criteria

- Gain a snapshot of the education programs we deliver
- Have an understanding of the extra-curricular opportunities
- Identify what makes Templestowe Heights Primary different



Our Purpose

To provide high quality learning opportunities and experiences for every child.

To make a difference.

Every decision we make is based on three pillars:

- 1. About the child**
- 2. Based on research**
- 3. Evidence driven**

Our classroom structure

We have moved to straight grades

*every child's learning growth is not determined by age

- Why?
- What does this look like in classes



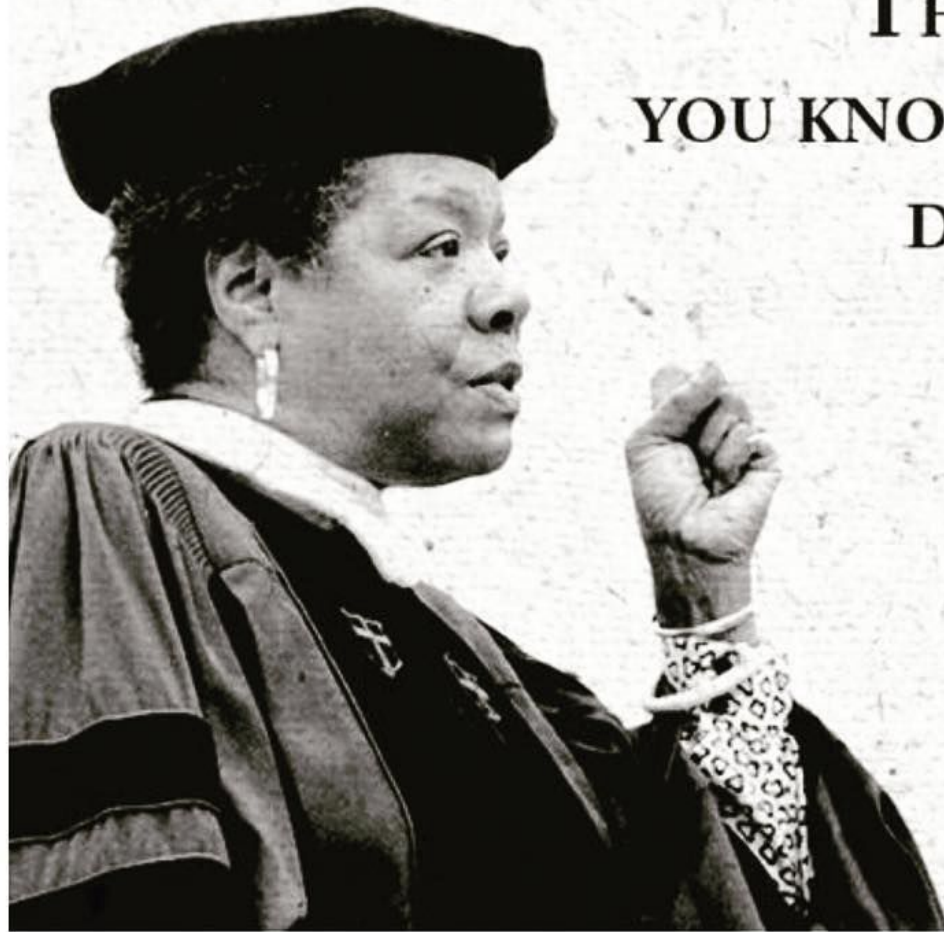
What's New?

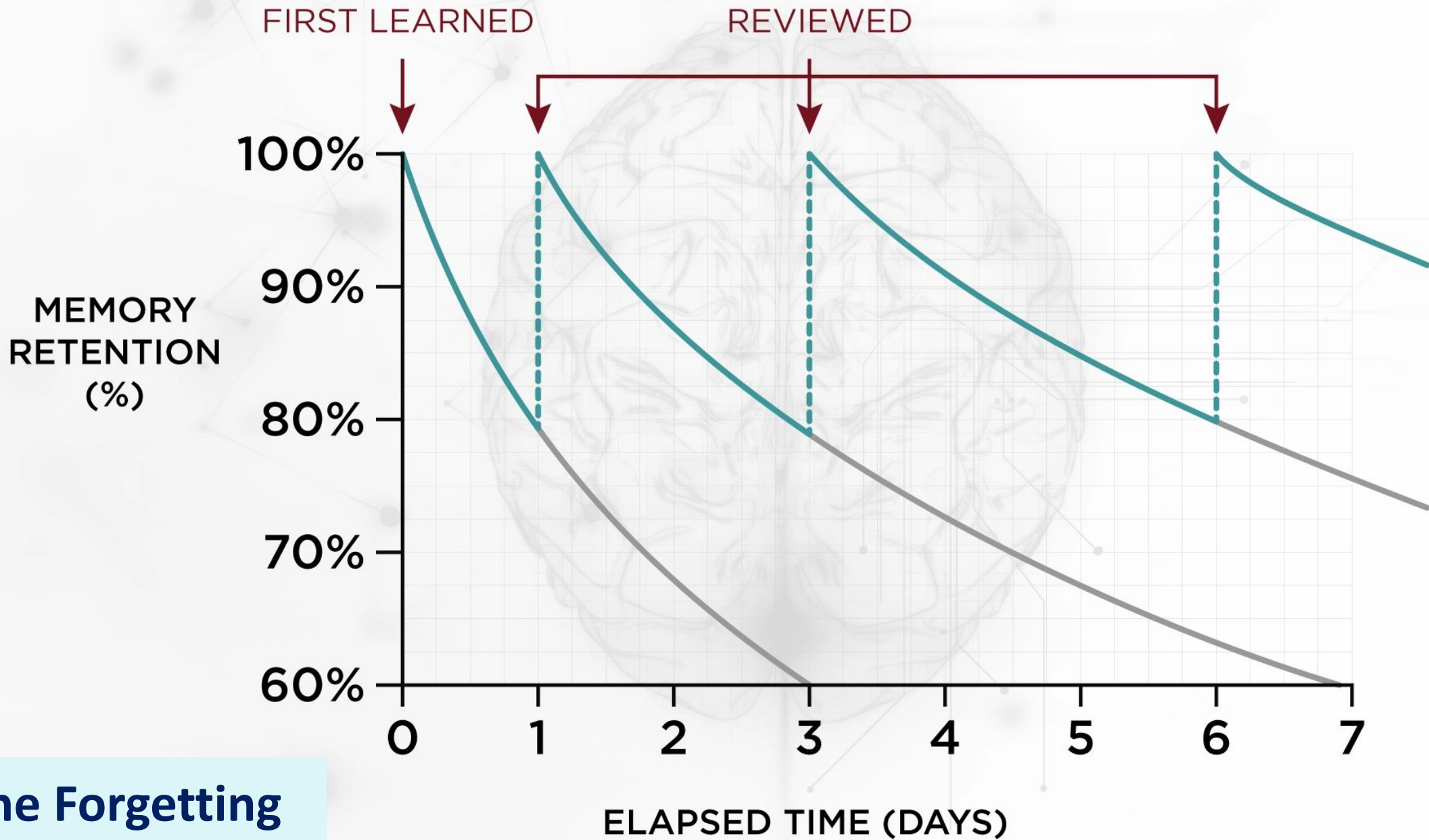
- Refined teaching & learning model
- Straight Grades
- Greater focus on skills mastery in maths
- Wellbeing curriculum (RRRR)
- STEAM Centre & Senior building



**DO THE BEST
YOU CAN UNTIL
YOU KNOW BETTER.
THEN, WHEN
YOU KNOW BETTER,
DO BETTER.**

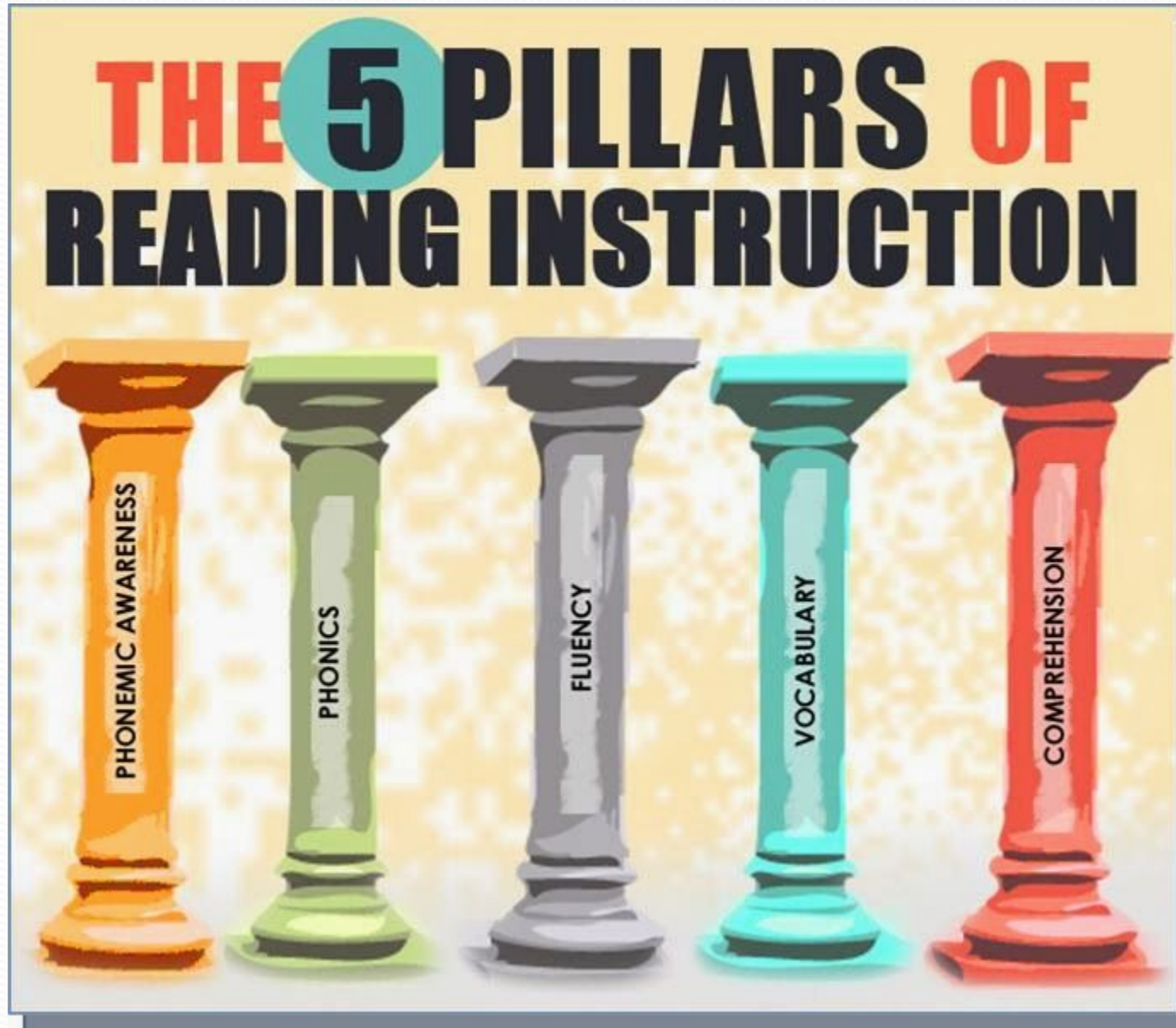
MAYA ANGELOU





The Forgetting Curve

Reading at
THPS:



In F-2 this looks like:

Reading

- Learning the 44 sounds and 250+ graphemes that make up English speech and spelling
- Reading decodable texts to support decoding letter/sound correspondences and build fluency
- Reading fiction and non-fiction texts to build our background knowledge and vocabulary
- Explicit, frequent handwriting practice



Reading

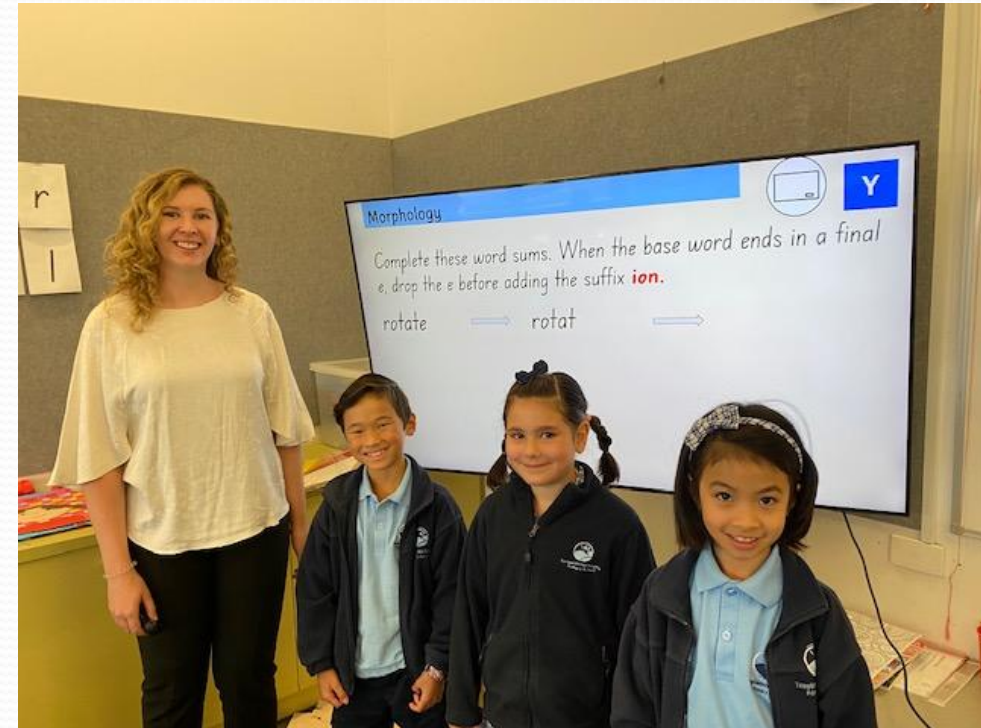
In 3-6 this looks like:

- Reading longer books, especially novels that help to challenge and develop reading skills and comprehension based on Doug Lemov's Plagues of Reading.
 - Archaic texts, non-linear time sequences, resistant texts, complexity of plot and complex characters.
- Reading sections of text aloud to focus on fluency and comprehension
- Using morphological knowledge to understand challenging vocabulary



How you can support your child

- Read with your child as often as possible.
- Explain the meaning of new words to develop their vocabulary.
- Take turns reading aloud with them - hearing you read helps your child to improve their fluency.
- Talk to your child about the world to build their background knowledge and vocabulary.
- Read their decodable text or library book with them 3-5 times per week.



Writing

Scaffolding students as writers - predictor of success

The **sentence** is the building block

- Handwriting fluency
- Sentence structures
- Punctuation and grammar
- Link between Writing and ***ALL other curriculum areas***
- Writing for a purpose
- Exposure to various text types/genres, structures and language features



How you can support your child

- Encourage your child to write for a purpose, for example shopping lists, birthday cards, schedules, keeping a journal
- Model yourself as a writer
- Talk about vocabulary and what words mean
- Reinforce what makes writing readable



Orthographic Knowledge - we used to call it 'spelling'

- Links between letters and sounds
- Spelling rules and patterns
- Vocabulary instruction and prior knowledge about the way words work in context
- Technical vocabulary
- Etymology - the history of words



Sum up a sentence.

Select the correct and accurate sentence:

Writing

Find the fragments



1. Pink and yellow.
2. We ran away.
3. Because of the weather.
4. I saw a flash of lightning.
5. The car skidded.

Writing

Find the fragments

1. Pink and yellow. ✗
2. We ran away. ✓
3. Because of the weather. ✗
4. I saw a flash of lightning. ✓
5. The car skidded. ✓

Speaking & Listening

- Immersed throughout the school day
- Oral language is a means to support and extend writing
- Setting up conditions to promote discussion and dialogue
- Wellbeing & Circle Time
- School Leadership/Voice
- Student data



How you can support your child

- Provide opportunities for rich discussions
- Model yourself as a speaker and listener (ask clarifying questions, build on the thinking of others, summarise an idea, share opinions)
- Ask your child to explain their thinking ('what makes you say that?', 'what makes you think that?')
- Discuss different perspectives



Learning – What and How

The strands:

- **Number and Algebra**
- **Measurement and
Geometry**
- **Statistics and Probability**

Mathematics

The proficiencies:

- **Understanding**
- **Fluency**
- **Problem Solving**
- **Reasoning**

Mathematics

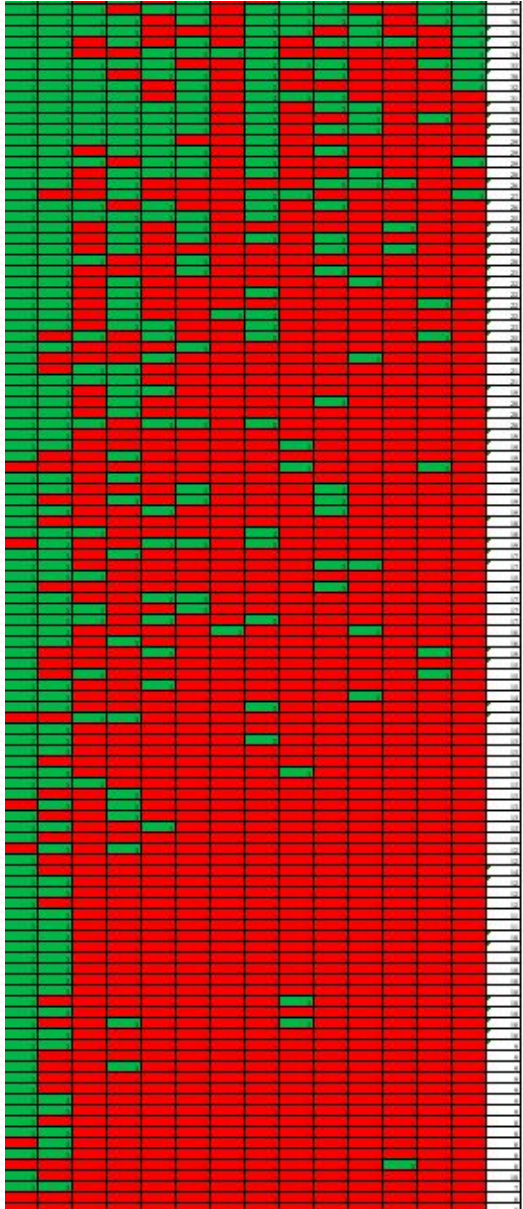
Targeted Teaching

Skill Mastery and Knowledge

- Core **number** elements targeted in weekly lessons
- Automaticity and fluency sessions
- Focus on **essential skills** releases students to **apply** knowledge to more **complex** problems

Pre –Test-

What are the students already able to do independently?

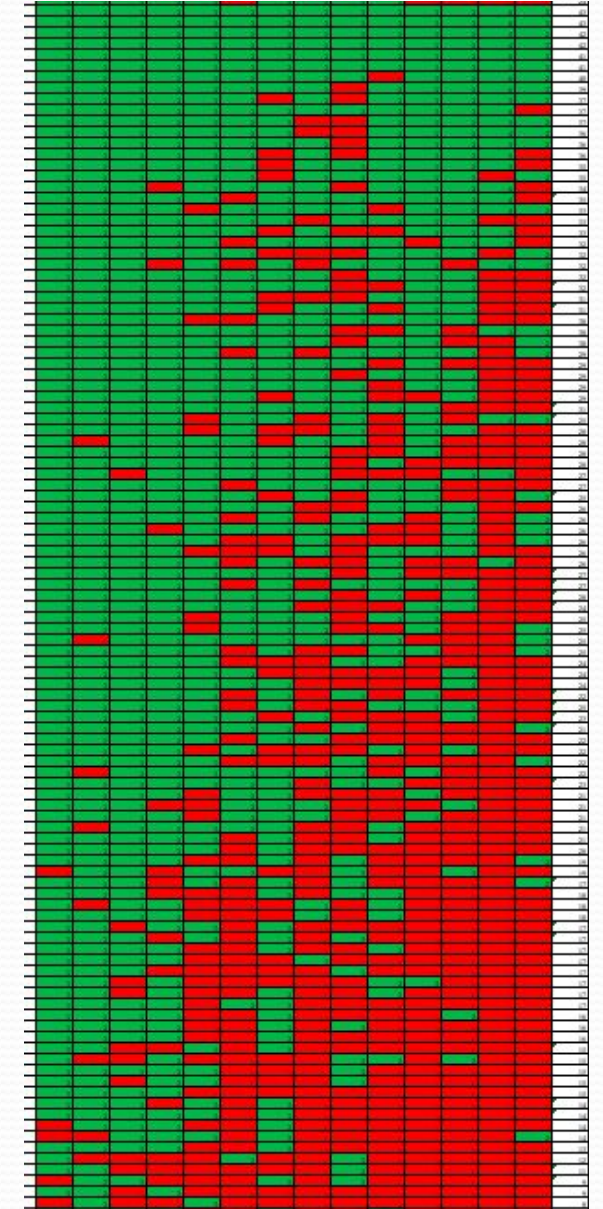


Using data to identify learning point of need



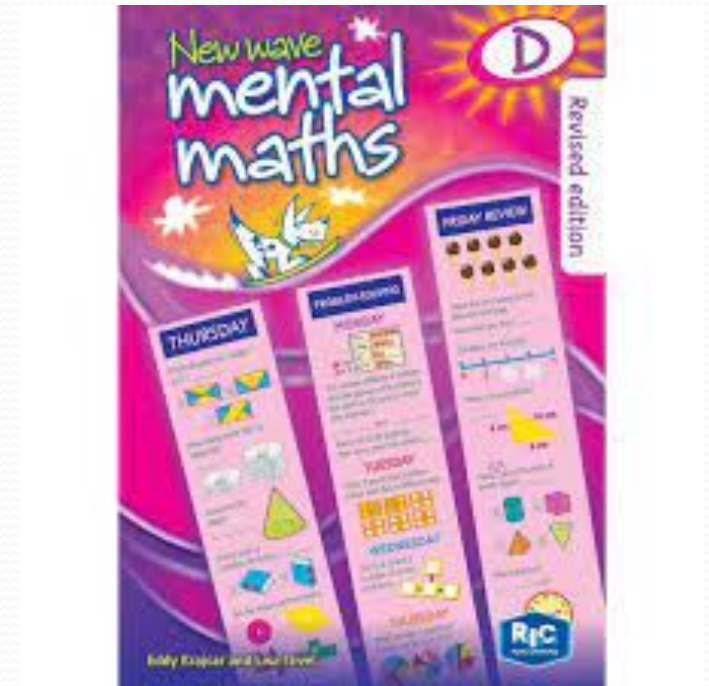
Post –Test-

What are the students able to do independently after targeted teaching?



How you can support your child

- **Connections**
- **“Math Talk”** (for example: cooking, telling time & using words such as ‘double’, ‘fraction’)
- **Home learning - Maths fluency**
- **Encourage daily practice of skills, routines and habits**



Maths - what does it look like in 2023?

Maths

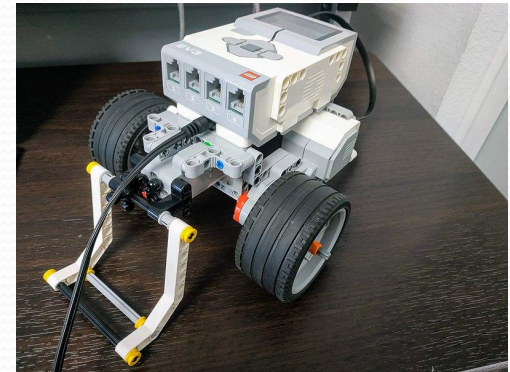


Pop quiz!

1. How many types of coins are there currently being used?
2. What is the largest note?
3. If you have 2 of the smallest note, and 2 of the largest coins, how much money do you have?
4. If you had 2 of the largest notes and 2 of the smallest coin, how much money do you have?
5. I have 5 coins. In total, they make up \$2.50. What coins might I have?

STEM

- Science, Technology, Engineering & Mathematics
- 21st Century global skills
- Students receive explicit teaching using:
 - iPads, laptops and desktop computers
 - Coding programs and robots
 - 3D printers
 - Virtual Reality
 - Green Screen Technology



How you can support your child in STEM

- Provide your child opportunities to experiment, design, build, solve problems, test theories and code.

How you ask?

- **Physical world**

- Robots
- Science experiments/cooking
- Engineering challenges/problems at home

- **Online world**

- Coding through Scratch <https://scratch.mit.edu/> or Hour of Code <https://code.org/>
- 3D design software like Tinkercad
- Games such as Fantastic Contraption (physics) <http://fantasticcontraption.com/original/> (Requires Flash player)

Inquiry

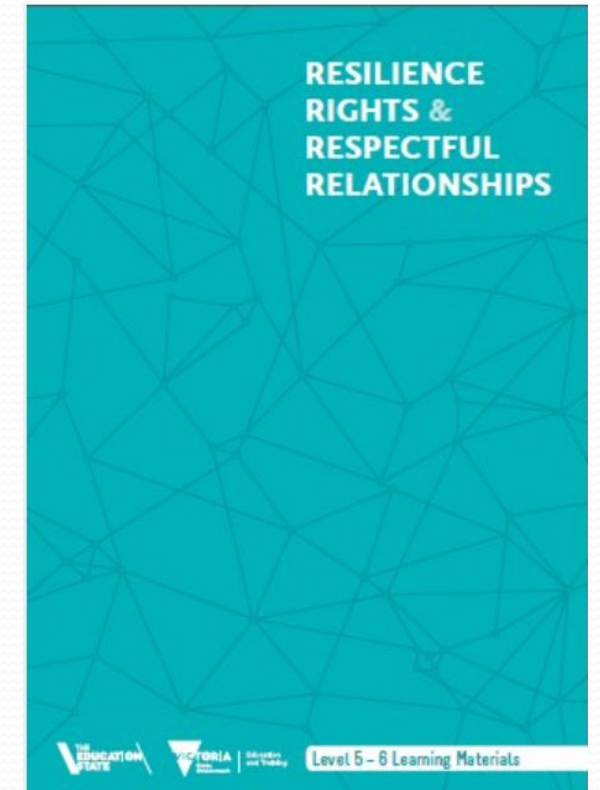
- Inquiry Learning encourages students to consider how they connect to their world and to practise related skills.
- Specific skills are developed through inquiry into a particular topic.
- Whole school approach with the inquiry topics linked to reading lessons.
- Incorporates Civics & Citizenship, Science, Geography, History, Health and Economics & Business.

How you can support your child with our units of Inquiry

- Take an interest in the topic your child is learning about.
- Ask your child what they are learning about. What connections can they make to their own lives?
- Have age-appropriate conversations about local, national and global events.
- Encourage your child to practise the skills they've learnt at home.

Wellbeing

- Character Strengths
- Resilience, Rights and Respectful Relationships
- Mindfulness
- Interwoven throughout our daily life



How you can support your child

- Use the language and strategies of wellbeing taught at school
- Have conversations with your child's teacher about their wellbeing
- Encourage your child to check in on their own wellbeing
- Look after and model your own wellbeing



Student Voice

Environmental and Junior School Council (Student Voice)

- Voted by peers
- Attend regular meetings
- Collaborate on whole school events and activities
- Fundraising events for various charities
- Look after chickens and maintain community garden
- Newly appointed each semester



Year 5 & 6 leadership

- School, House, Art, Performing Arts, STEM and Environmental Captains
- Organise and run school assemblies
- Year 5 students have Foundation buddies



SPECIALIST PROGRAMS

Performing Arts

What is Performing Arts?

- Drama
- Dance
- Music
- Media arts
- Instrumental Music Program
 - Musicorp
(<https://www.musicorp.com.au/tuition/>)
 - Piano Lessons (Teacher:Vivian)

Why we do it?

- Encourage student creativity
- Build a passion for the Arts
- Understand the process for creating, rehearsing and performing
- Building Confidence - transferable to other curriculum areas



Italian

What we cover:

- Speaking, reading, writing, translating
- Conversation, dialogues, role-plays
- Vocabulary, phrases
- Numbers, colours
- Language games
- Singing
- Culture, traditions



Why do we do it?

- To develop a child's communication skills
- To build self-confidence and improve memory
- To develop cultural awareness and understanding
- To inspire an interest in languages for future endeavours



Art

What we cover:

- 2D – drawing and collage
- 3D – modelling, construction and textiles
- Art appreciation – awareness of famous artists and art styles: Hundertwasser, Monet, Rodrigue, Dali, Preston & Magritte
- Art Show

Why do we do it?

- To engage children's creativity
- Develop fine motor skills
- Promote leisure activities
- Children are proud of the work they create and are able to displays for others



Physical Education

What we cover?

- Fundamental motor skills
- Ball handling, kicking, striking, throwing & catching
- Fitness
- Dance – alternate years
- Minor & Major Games

Why we do it?

- To encourage and promote a healthy lifestyle
- To introduce children to a range of sports
- Develop perseverance and good sportsmanship
- Engage children and develop a passion for sport



Physical Education

Extra activities

- Swimming & Athletics Carnivals
- Cross Country
- Inter-school sport - Grade 5/6
- Round robins - Tennis, Tee Ball, Netball, Volleyball, Girls AFL & Basketball
- Primary School Basketball Program
- Sporting Schools Programs
- Whole School Swimming Program
- Running Club



Literacy Intervention

- Dedicated teacher, Tania Martini
Targeted in early years

Purpose: *To enhance students literacy skills through targeted teaching in a small group situation.*

Use of the Multilit program (Phonemic and Phonological Awareness)

- School Speech Pathologist (DET)
- School Psychologists (DET)

Tutor Initiative - How does it look at THPS?

- small groups in Literacy
- fluid and continuously monitored and reviewed within year level teams
- trained teacher; familiar with our school
- Response-to-Intervention/ pull-out approach



Enrichment

- Dedicated teacher, Janine Reid

- Purpose:

To provide a comprehensive and challenging curriculum for students, including those who are identified as needing extension beyond the regular classroom program.

- Support is driven by need and currently includes:
 - Year 3-6 pull out Maths classes.
 - 5/6 Maths Olympiad and 3/4 Maths Games Problem Solving Competitions.
 - Student and Teacher support.
 - Victorian High Ability Program (VHAP)
 - Victorian Challenge & Enrichment Series

CAMPS & EXCURSIONS/INCURSIONS

Purpose: To provide an opportunity where the social, emotional, academic, ethical skills as well as a child's personal development is enhanced.

- Whole School approach
- Engages with Inquiry focus
- We love and encourage parent/carer support

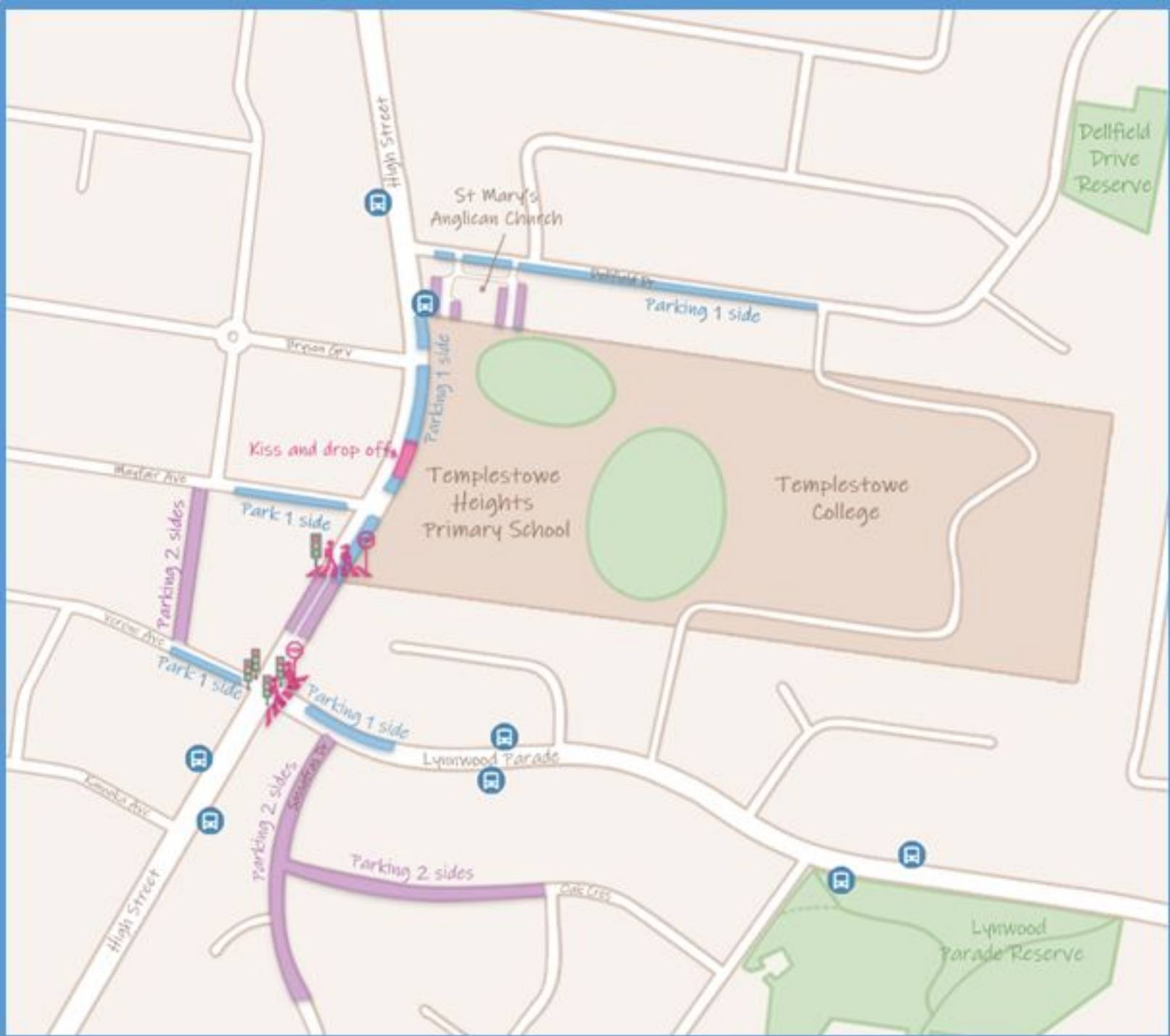
2023 Camping Program

- Year 3/4 : Forest Edge (August)
- Year 5/6 : TBC

EXTRA-CURRICULAR/CLUBS

Coding Club	Remote Control Car	Chess
Instrumental	Tournament of Minds	Singing & Dance
Running Club	Basketball	Gardening
Robo Cup	Rubik's Cube	3D print-a-car

Parking



COMMUNICATION

- Class Reps (with Contacts List)
- COMPASS App
- Newsletter via COMPASS
- School Reports
- Parent/Carer Discussions
- Individual Learning Goals
- Accessing your child's teacher
- School Website

Ways to be involved in THPS

- Parents & Friends Association
- Class Rep
- School Council
- Chickens/gardens
- Working Bees
- Coaching/Team Manager - Basketball teams
- Parent/Carer workshops
- Parent/Carer Discussions
- Excursions and incursions (WWCC & fully vaccinated)



Events to keep in Mind...

- Swimming carnival (Term 1)
- Education Week (Term 2)
- Art Show (Term 2)
- School Disco (early Term 3)
- Athletics Day Carnival (early Term 3)
- Science Day (Term 3)
- Scriviamo! (Term 4)



Templestowe Heights
PRIMARY SCHOOL

Questions?

Feedback?